
Course Outline

INSTRUCTOR: Dr. Marjorie MacDonald

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CLASS TIME & DATES: January 6th – April 11th, Monday 9:00am – 11:50am

OFFICE HOURS: Please call/text/email

ROOM: A2605

COURSE DESCRIPTION

With a vision for social change and moving towards truth and reconciliation, students will examine issues related to eco-justice, multilingualism, racism, sexism, heteronormativity, and ableism in ways that challenge how they have come to view the world and better equip them, as future educators, to help children and youth engage with the precarity and complexity of our shared lives.

COURSE REQUIREMENTS

Prerequisite(s): None

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

LEARNING OUTCOMES

Students will:

- Develop personal ethical commitments to just and sustainable futures for global communities
- Examine issues related to justice, reconciliation, and an expansive view of equity
- Learn about various forms of activism involving educational communities
- Investigate socio-economic disparity, heteronormativity, racisms, colonialism, ableism in relation to schooling
- Relate the global politics of education to local contexts in ways that support social and ecological justice
- Formulate a robust ethics of difference in relation to culture, language, social location, nonhuman beings

COURSE FORMAT

Weekly breakdown of instructional hours

There will be 3 hours of instructional time each week in this course. A further 3-6 hours will be required each week for students to engage with readings and complete coursework. This time will vary by individual learner and significantly more or less time could be required.

Delivery format

Classes will consist of lectures, hands-on activities, class discussions, cooperative work, and student presentations. Students are expected to attend class, complete all assignments, come to class ready and prepared to learn, and participate actively in class activities.

Classroom Climate and Community Expectations

Attendance, engagement, and participation are crucial in this course. Thoughtful, thought provoking, and respectful contributions to the class discussions are expected and will assist you in becoming intellectually and personally involved in the material covered in the course. Respectful discourse between students and the instructor is expected.

EVALUATION

Book Walk/Critical Reflections (in class activities and self-evaluation)	40 %
Social Justice and Education Project (peer evaluation)	20 %
Engagement/Demonstration of Skill Development as They Relate to the Learning Outcomes/Self Reflection/Introspection (synthesizing learning)	25 %
Critical Autobiography	15 %
Total	100%

NOTE

- See the University of Regina grading description for all assignments.
- Respectful University Guidelines from the University of Regina are to be followed.
- Criteria for evaluation/assessment will occasionally be co-created as a culturally responsive approach,
- Evaluation/assessment will also include self-evaluation and peer evaluation

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU and UofR websites for important dates. Please note that if you withdraw from the course, you will need to withdraw at both institutions.

TEXTBOOKS & LEARNING MATERIALS

Sensoy, Ö & DiAngelo, R, 2nd Ed. (2017) *Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education* (2nd ed.). Teacher's College, Columbia University.

Students will also be provided with web-based reading materials for this course.

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): LearningAssistanceCentre@yukonu.ca.

TOPICS

Topics, terms and concepts include but are not limited to:		
Culture and Socialization	Understanding Privilege through Albeism	Truth and Reconciliation
Understanding Privilege	Understanding the Invisibility of Oppression through Sexism	Culturally Responsive Pedagogy
Critical thinking, Critical Theory, Critical Literacy	Understanding the Structural Nature of Oppression Through Racism	Cultural Proficiency
Prejudice and Discrimination	Understanding Intersectionality Through Classism	Understanding the Global Organization of Racism Through White Supremacy
Oppression and Power	Environmentalism	Equity/Equality
Gender Inequality	Mental Health	Poverty/Food Insecurity
LBGTQ2S+	Purpose of Schooling in Education	Implications of War

The pervasive “-isms”: Racism, sexism, ageism, ableism, heterosexism, classism, sizeism, antisemitism, colonialism,	Empowerment, social justice advocacy, critical consciousness	Antisemitism/Holocaust Education
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GUIDELINES TO ENGAGING CONSTRUCTIVELY

Guideline 1: Strive for intellectual humility.

Guideline 2: Everyone has an opinion. Opinions are not the same as informed knowledge.

Guideline 3: Let go of anecdotal evidence and instead examine patterns.

Guideline 4: Use your reactions as entry points for gaining Deeper Self-Knowledge

Guideline 5: Recognize how your social position informs your reactions to your instructor and the course content.

NOTE

By its nature, this course is interactive and requires a great deal of in-class discussion and dialogue coupled with self-reflection and introspection.

Your full attendance and participation are expected. This will enhance your assignments and benefit not only you but also your classmates.

It is expected that if class is to be missed, that you text or email your instructor prior to the class.

CALENDAR

Monday, January 6 th	Monday, February 3 rd	Monday, March 3 rd	Monday, April 7 th LAST CLASS
Monday, January 13 th	Monday, February 10 th	Monday, March 10 th	
Monday, January 20 th	Monday, February 17 th READING WEEK NO CLASS	Monday, March 17 th	
Monday, January 27 th	Monday, February 24 th	Monday, March 24 th	
		Monday, March 31 st	

